

**Standard USHC-3:** The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

**USHC-3.2** Explain how the Monroe Doctrine and the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War. (H, E, P, G)

**Taxonomy Level:** 2.2-B Understand/ Conceptual Knowledge

**Previous/future knowledge:**

In 4<sup>th</sup> grade, students were introduced to the annexation of Texas, and the Mexican Cession and may have encountered the term Manifest Destiny; however, the concept of Manifest Destiny is sufficiently abstract that students need considerable review (4-5.3).

**It is essential for students to know:**

The focus of this indicator is on the impact of the Monroe Doctrine and the Mexican War on the relations of the United States **with foreign powers**. Consequently it is important to teach this information with a strong focus on the views that other nations would have of American actions.

Students need to understand the circumstances of the inception of the **Monroe Doctrine** including the roles of the European monarchs and the limited impact of the proclamation on America's role in the world **in the 1800s**. A common misunderstanding is that the Monroe Doctrine was immediately important. The early 19<sup>th</sup> century wars of liberation in South America ended their mercantilist relationship with Spain. When the monarchs were restored in Europe, they wanted to restore their colonial holdings. Great Britain, however, had established strong trade ties with Latin American that it wanted to protect. It is essential that students understand that American military power was very limited in the early 19<sup>th</sup> century and the enforcement of the Monroe Doctrine primarily depended on the British navy. The Monroe Doctrine would be used in the late 19<sup>th</sup> and the early 20<sup>th</sup> centuries as a basis for US involvement in Latin American affairs by Presidents Roosevelt, Taft and Wilson. This caused much resentment among Latin Americans. This theme should be picked up with USHC 6.4.

**"Manifest Destiny"** was a phrase coined in the 1800s, but was an idea that had predominated American thought since the first settlers -the belief that Americans had a God-given right to all the land of the North American continent. It was based on an ethnocentric confidence that other peoples were less favored by divine providence and should give way before the Americans. Students should understand how the United States obtained the Oregon territory. They should know why many Americans moved into Texas at the invitation of the Mexican government, the conditions for that invitation, why the Texans revolted, how they won the **Texas Revolution**, and that the Mexicans did not recognize Texan independence. They should understand why the annexation of Texas was delayed and the circumstances of its eventual passage, including that Texas was annexed by joint resolution of Congress not by treaty.

Students should understand the point of view of the Mexicans on the hostilities that broke out between the United States and Mexico in 1845, the U.S. offer to buy Mexican territory prior to the war, the circumstances that started the **Mexican War**, the extent of American infiltration into Mexican territory and the terms of the final treaty. Students have difficulty understanding that this was neither American territory nor unclaimed land. It is important for students to understand that the Mexican War established an adversarial relationship between the United States and Mexico that lasted into the 20<sup>th</sup> century and may still influence resentments exacerbated by the contemporary controversy over illegal immigration.

**It is not essential for students to know:**

Students do not need to know what the United States' claim to territory on the west coast of the continent was based upon. The explorations of Lewis and Clark, who had ventured to the Pacific Ocean beyond the lands of the Louisiana Purchase, established a claim to the Pacific northwest. The Convention of 1818 with Britain set the northern boundary of the Louisiana Purchase and acknowledged joint claim to the Oregon territory. In the Adams-Onís (Transcontinental) Treaty with Spain in 1819, the US gained Florida and set a boundary with Spanish Mexico that reached the Pacific Ocean. Spanish claim to the Oregon Territory was thus eliminated and US claim strengthened.

Students do not need to know that the Monroe Doctrine was a unilateral proclamation rather than a joint statement with Britain as Britain had suggested. Some historians interpret this to be the second declaration of American independence, although the U.S. was dependent on the British navy to enforce the doctrine.

Students do not need to remember the personalities of the Texas revolution. They do not need to understand all of the details of why the U.S. finally annexed Texas including that the United States was concerned that Great Britain would develop a strong relationship with the Lone Star Republic based on cotton trade and would be a threat to the power of the US and its ability to expand. They need not understand the opposition to the war including the Wilmot Proviso and the start of the 'free soil' movement that gave rise to the Republican Party in the 1850s. They do not need to remember the names of battles or military leaders who fought in the Mexican War, that the "halls of Montezuma" in the Marine anthem refers to the Mexican War or that many officers of the Civil War got their experience in the Mexican War.

**Assessment guidelines:**

Appropriate assessment will require students to **explain** the impact of the actions of the United States government on United States relations with other nations due to the Monroe Doctrine and Manifest Destiny. Students should be able to **explain** each of these concepts, give **examples** of when and where each was applied, **classify** United States foreign policy as a reflection of either the Monroe Doctrine or Manifest Destiny and **compare** the significance of each on United States foreign policy in the nineteenth century. Students should be able to **interpret** maps and graphs and **infer** their relationship to information about the time period. Students should be able to **interpret** the impact of each policy and **infer** its long term impact on United States foreign policy in the Western Hemisphere.